**Paper details:**

You should focus on succinctly capturing the major concepts addressed in all of the readings assigned for the entire unit, in no more than three double-spaced typed pages. Be sure to capture all of the major ideas/concepts of each theory, every word counts. I just need you to summarize the materials in 3-page, double-spaced, and this should be like literautre review but you don't need to make reference page. No need.

But this should be thorough and precise with two different chapters that I provided.

Throughout the scientific study of motivation, understanding the processes that underlie people’s motivation has always involved considering the environment within which those people live and act. However, different motivation theorists conceive of the environment as having very different roles in motivation, from the minor role of providing external cues that trigger people’s innate drives to the all-encompassing role of strongly shaping people’s motivation and action through systems of rewards and punishments or through cultural scripts for roles and behavior. Such differences in views of the role of the environment in motivation have meaningful implications for the questions that researchers ask, the data they collect, the way they interpret those data, and the recommendations they make for designing motivating learning environments.

In education, the role of the environment in motivation is of utmost importance. Arguably, education is all about designing learning environments that promote students’ motivation and learning. Differing conceptions of the environment’s role in student motivation guide educators to make different curricular and pedagogical decisions, teachers to assign different tasks and interact differently with students, policymakers to set different goals and to establish different accountability systems, the public to expect different outcomes from schools and from reform efforts, and researchers to ask different questions and generate different hypotheses about teachers’ and students’ motivation, learning, and achievement. For example, conceptions of the adaptive educational environment as one that shapes students’ malleable motivation is likely to underlie curricular designs that aim to change diverse students’ motivation. In comparison, conceptions of the adaptive educational environment as one that matches students’ stable motivational proclivities is likely to underlie decisions to educate students with different motivational characteristics in different types of environments.